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The Cuban Educational Assistance Program: An Investment in the Third World

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A Research Paper

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August 1983*

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A Research Paper

This paper was prepared by [redacted]
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and queries are welcome and may be directed to
the Chief, Communist Activities Branch, OGI, on
[redacted]

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**The Cuban Educational
Assistance Program:
An Investment in
the Third World**

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Summary

*Information available
as of 15 July 1983
was used in this report.*

The education of Third World students has become an increasingly important element of Cuban foreign policy over the past five years. Havana uses its educational programs both to further Marxist ideology and to deepen its influence in the Third World through the development of a cadre of individuals who are sympathetic to Cuban aims and who can further Cuban interests. The USSR and East European countries provide their tacit support by awarding Cuban scholarships to LDC students through the Council for Mutual Economic Assistance. Cuban educational assistance complements other Communist training programs, and Moscow benefits, if only indirectly, without having to become involved.

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Our estimate, which is based on a variety of sources, is that more than 50,000 students from 80 countries have traveled to Cuba for schooling since the early 1960s. More than two-thirds of the total have arrived since the mid-1970s, and one-half are enrolled now. Cuban education programs are:

- Highly focused. Three-fourths of the foreign students training in Cuba in 1982 were from four Marxist countries—Angola, Mozambique, Ethiopia, and Nicaragua.
- Oriented toward youth. More than half of the foreign students enrolled in 1982 were of high school age or younger.
- Concentrated on the Third World. Students from developing countries make up 3.5 percent of university students in Cuba and 1 percent of total primary, secondary, and university enrollments, a significantly higher percentage than in other Communist countries.
- Aimed at students abroad as well as in Cuba. We estimate, on the basis of numerous sources, that Havana has some 5,000 teachers in 17 countries organizing and working in elementary, secondary, and university educational systems.

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The financial burden on Cuba of administering these programs is small, and Havana may actually be earning a profit on some parts of the programs, such as receiving hard currency payments for sending teachers abroad. Even though Cuba's all-expense scholarships include room and board, tuition, and medical expenses, the home country pays for transportation—the only associated hard currency expenditure. Havana budgets the peso equivalent of about \$10 million annually to train foreigners, according to official Cuban figures.

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The low cost, the excellent potential payoffs in maintaining and furthering influence in target countries, and the personal interest of Fidel Castro in training students from the Third World suggest significant future growth of Cuban educational assistance.

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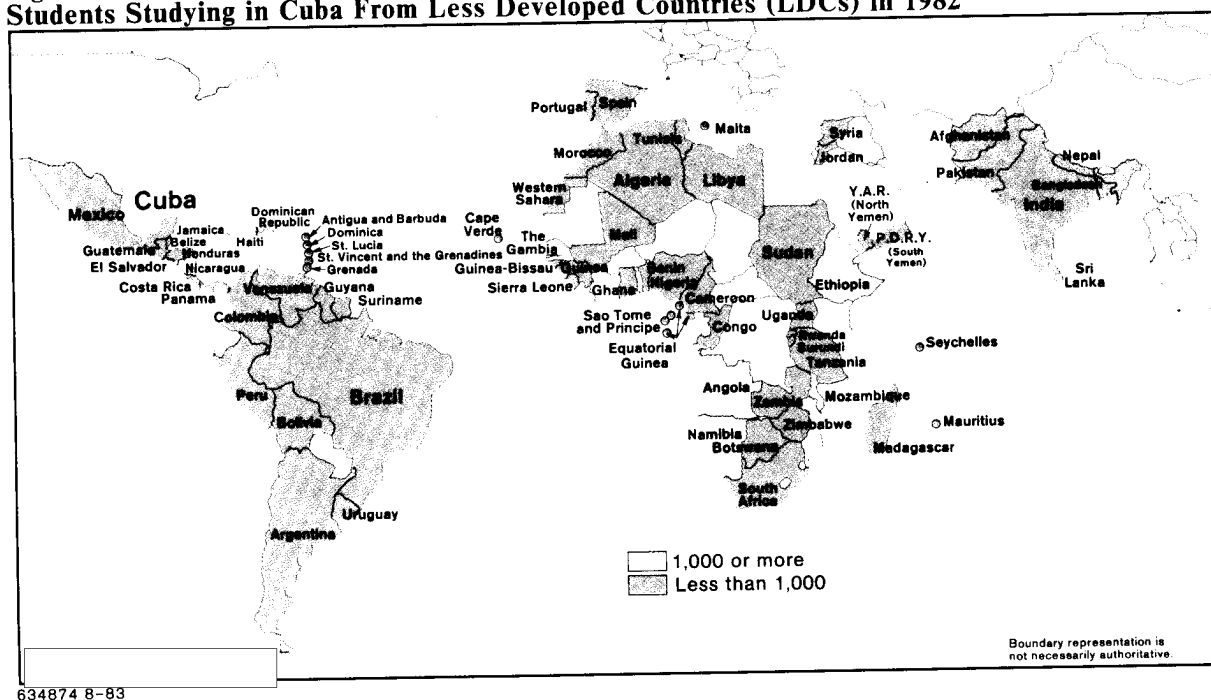
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Figure 1
Students Studying in Cuba From Less Developed Countries (LDCs) in 1982



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The Cuban Educational Assistance Program: An Investment in the Third World

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Introduction¹

Over the last decade Cuba has developed an academic and technical training program for LDC students that is among the most active in the Communist world. We have not observed Moscow guiding the program, but by its nature and structure the Cuban effort complements other Communist training programs and fosters Soviet as well as Cuban foreign policy objectives. Havana often accepts students who would not receive a scholarship in the USSR or Eastern Europe because of poor educational backgrounds. In addition, Cuba has access to a large pool of candidates in Latin America who are more willing to travel to Cuba than to the USSR. Moscow's own program has not been well accepted in Latin America for the most part, and many Soviet scholarships go begging every year.

countries who have reached an additional 400,000 students. A few Cuban-trained graduates have already come to power in their home countries, notably in Nicaragua, but we do not expect the full impact of the program to be felt until large numbers of students begin returning home during the next few years.

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The Schools

Cuba has more than 90 academic facilities open to foreign students. Students in primary and high school grades are trained on the Isle of Youth, while most foreign post-secondary-level students attend party schools, schools run by political organizations, Cuban universities (especially the University of Havana), and technical schools run by functional government ministries, such as Construction and Public Health.

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As enunciated by Fidel Castro himself, the Cuban program has two goals:

- To further Communist international aims in the Third World by creating a Cuban-trained cadre capable of governing in Marxist LDCs or able to work for political change in non-Marxist LDCs.
- To create opportunities for an expansion of Cuban influence within individual countries for the long term through a pool of Cuban-trained specialists who can be used to serve Cuban political, economic, or strategic interests.

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The Isle of Youth. Cuba trains foreign elementary and high school students at its Isle of Youth facility 47 kilometers south of the Cuban mainland. No other country offers such an extensive program of official scholarships for primary and high school students. Havana has turned the Isle of Youth into a showcase for Cuba's educational system, in part through the labor of the foreign students themselves. According to a variety of sources, there are 23 schools for foreigners on the Isle of Youth with an enrollment of almost 14,000 students from 12 developing countries (see table 1), as well as 36 schools housing 18,000 Cuban students. Students are grouped by nationality in separate schools, which are governed by a Directing Council that includes Cubans as well as foreigners, a home country committee of the party's youth arm, and an administrative section that includes representatives of the Cuban Communist Party.

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The program has grown sharply during the last five years. We estimate that Havana is currently training some 27,000 students from more than 70 Third World countries. We estimate that as recently as 1975 there were no more than 5,000 to 10,000 foreign students in Cuba. Cuba also has 5,000 teachers abroad in 17

Students from African Marxist states are a majority of the foreign student population on the Isle of Youth, as they have been since the program's inception in 1977. Several thousand students from Angola, Ethiopia, Mozambique, and Namibia have been accepted

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¹ This Research Paper focuses on Cuban assistance programs and does not include military training. Estimates about the education program are based on

Cuban press releases on the number and disciplines of foreign students and scholarship offers and acceptances. Little information is available on the program's early years, limiting comparisons with data that became available as the program expanded in the mid-1970s.

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Table 1
Students From LDCs on the
Isle of Youth, 1982

Number of persons

Total ^a	13,720
North Africa	570
Western Sahara (Polisario)	570
Sub-Saharan Africa	10,760
Angola	2,400
Congo	600
Ethiopia	3,400
Ghana	600
Guinea-Bissau	120
Mozambique	2,400
Namibia	1,195
Sao Tome and Principe	25
South Africa (African National Congress)	20
Latin America	1,790
Nicaragua	1,790
Middle East	600
South Yemen	600

^a Numbers are rounded to nearest 5.

for training at the site over the years, and most are still studying there. In 1982, it was announced that the first Ghanaian pupils (600) would travel to the island for their education. Nicaragua—in a program that began within a month of the Sandinista take-over—has the only contingent on the Isle of Youth from Latin America or the Caribbean, and this group now numbers over 1,500 students.

The curriculum on the island is rigorous and regimented. Cuba accepts foreign children as young as nine years old for primary and secondary schooling oriented toward vocational skills. Only the most promising candidates are accepted for such training. Once chosen, the student can expect to spend five days a week in training—six hours a day in classes and three and a half hours at physical labor. Students wear uniforms at all times and march to and from classes. They study secondary school subjects such as history, mathematics, science, Spanish, English, and chemistry as well as courses in carpentry, painting, plumbing, bricklaying, and other specialties. Students spend

three to eight years on the Isle of Youth, and some move directly into Cuban universities or technical institutes, spending a decade or more in the Cuban educational system.

The Isle of Youth program has several characteristics that have helped it avoid the pitfalls of many other training programs for LDC personnel:

- Grouping students by nationality has overcome many of the adjustment problems encountered by students in a foreign country.
- Drawing about one-fourth of the teaching staff at each school from the students' homeland to teach cultural and historical subjects.

The Cuban training program also enjoys an advantage in that the climate is similar to that in most of the students' homelands, an important consideration in a successful training effort. For example, many students from tropical countries have discontinued their education in Moscow because of the severe winters.

Most national groups are well disciplined, but the international press has reported occasional rebellions against the harsh regimen, forced labor, and poor food. In the past two years, several hundred students have been expelled for misbehavior, and others have been recalled by their home governments. Press accounts indicate that Angolans have been especially troublesome, destroying a school and some citrus groves last year during riots that involved up to 300 students. These kinds of incidents may have made recruitment somewhat more difficult for the Cubans as reports filter back about the hard work and production quotas on the island.

The Political Schools. We estimate, about 500 foreign students receive comprehensive schooling in active measures—propaganda, political agitation, intelligence, and covert action. They are enrolled at the Nico Lopez National Party School, the Julio Antonio Mella School of the Young Communists League, or one of the four cadre schools run by the mass

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organizations.² Courses run from two weeks to two years; instruction is given in a broad range of subjects with emphasis on ideology, economics, propaganda, journalism, and organization of political groups and mass organizations. [redacted]

The Nico Lopez School, the most advanced and prestigious party training school in Cuba, accepts the elite among Cuban and foreign candidates. Based on various reports, we estimate that about 100 of the 1,000 places at the school are reserved for foreign nationals.³ Founded in 1970 and directly administered by the party Central Committee, the school offers a two-year program that provides the highest level of party training and a four-year, university-type program. [redacted]

political trainees receive far more favorable treatment than students in nonpolitical disciplines. We have been unable to ascertain the extent of these benefits, but presumably these students receive more money, clothing, and privileges. [redacted]

[redacted] students enrolled in political programs are on scholarships provided by the Cuban Communist Party to foreign Communist or leftist parties. Occasionally funding is arranged through the Council for Mutual Economic Assistance (CEMA), the Soviet-led Communist economic organization. The typical foreign political trainee is affiliated with a domestic Communist or leftist party and has been chosen for potential and ability. [redacted]

The Universities. Some 7,000 students from the Third World were enrolled in Cuban universities in 1982, [redacted]

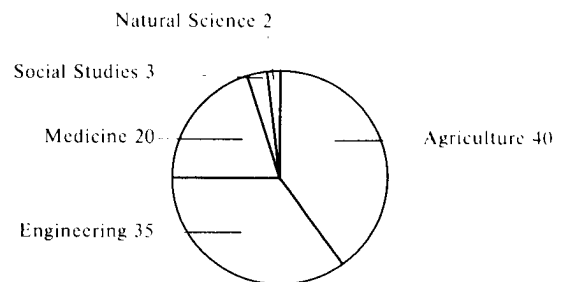
Most of these students are also from Marxist developing countries, such as Angola, Ethiopia, Mozambique, and Nicaragua (table 2). Although foreign students attend all of Cuba's universities and university centers, more than three-fourths are at the University of Havana. [redacted]

² The Lazaro Pena Trade Union School of the Central Organization of Trade Unions, the Fe de Valle School of the Cuban Women's Federation, the Niceto Perez School of the National Association of Small Farm Owners, and the School of the Committee for the Defense of the Revolution. [redacted]

[redacted] the following countries were represented at the Nico Lopez School in 1981: Angola, Namibia, Sao Tome and Principe, South Africa, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Grenada, Guatemala, Jamaica, Nicaragua, Panama, Peru, and Venezuela. [redacted]

Figure 2
Cuba: Composition of Foreign Student Body, by Specialty

Percent



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Courses of study in Cuba resemble those in the same fields at universities in other countries, with the addition of political indoctrination and requirements for physical labor. Although the Cuban press has referred to university scholarships in more than 190 specialties, programs generally emphasize skills that can be put to immediate use in a Third World country. The distribution of foreign students by specialties is similar to that found in the Cuban university system as a whole (figure 2). [redacted]

The course of study usually runs for four to six years, often including a year of preparatory and language studies to provide a uniform educational base for students from divergent backgrounds and to integrate them into Cuban university life. Open sources indicate that, to graduate, a university student must spend 4,000 to 5,000 hours in classes and participate in 1,000 hours of physical labor at factories, farms, or [redacted]

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Table 2
Cuba: LDC Academic and
Technical Students in Cuba, 1982

Number of persons

Total ^a	13,010	Latin America (continued)	
North Africa	115	Colombia	10
Algeria	5	Costa Rica	5
Libya	100	Dominica	25
Morocco	5	Dominican Republic	5
Tunisia	5	Ecuador	5
Sub-Saharan Africa	7,235	Grenada	330
Angola	2,800	Guatemala	5
Benin	40	Guyana	200
Botswana	15	Haiti	5
Burundi	15	Honduras	10
Cameroon	5	Jamaica	190
Cape Verde	50	Mexico	20
Congo	145	Nicaragua	4,020
Equatorial Guinea	15	Panama	50
Ethiopia	900	Peru	10
Gambia, The	30	St. Lucia	30
Ghana, The	40	St. Vincent	20
Guinea	300	Suriname	20
Guinea-Bissau	60	Uruguay	15
Madagascar	30	Venezuela	10
Mali	5	Middle East	480
Mauritius	5	Jordan	10
Mozambique	1,700	Lebanon	20
Nigeria	125	North Yemen	5
Rwanda	40	PLO	400
Seychelles	20	South Yemen	20
Sierra Leone	10	Syria	25
Sudan	5	South Asia	115
Tanzania	500	Afghanistan	85
Uganda	200	Bangladesh	5
Zambia	40	India	10
Zimbabwe	140	Nepal	5
Europe	15	Pakistan	5
Malta	5	Sri Lanka	5
Portugal	5		
Spain	5		
Latin America	5,050		
Antigua	10		
Argentina	10		
Belize	30		
Bolivia	10		
Brazil	5		

^a Excludes students attending courses of less than six month's duration. Numbers are rounded to nearest 5.

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other productive facilities associated with the universities. Once a student has completed the necessary coursework and practical training, he receives a *licenciado*. Several years of further study earn a doctoral degree; there is no intermediate degree equivalent to the US masters degree. []

The Technical Schools. Cuba's technical schools accept about 6,000 students from the Third World every year. Most of the courses are four years in duration, and the most popular ones for foreign personnel are in engineering, construction, and agriculture. Like Cuban universities, these schools require a high school diploma for entry. Brief political indoctrination sessions are held daily. Some LDC trainees continue on into technical cadre training school upon completion of their courses, according to press reports. If a student has shown above-average potential, he may be enrolled in an industrial cadre school. These facilities train personnel for managerial roles in their respective technical fields. []

Cuban Training: A Political Experience

Cuban education is highly politicized—as is the case in other Marxist countries—and foreign students are exposed to the same indoctrination as Cuban children. The Cuban press has repeatedly pointed out that the role of education should be “to train highly qualified professionals capable of organizing, developing, and guiding the economy, science, and culture based on Marxist-Leninist principles and a genuine proletarian spirit.” Educational policy in Cuba is subject to rigid central planning. The Ministers of Education and Higher Education are members of the Communist Party Central Committee. The current ministers have military backgrounds. In fact, Castro reportedly moved Education Minister Fernandez to that ministry because of his efficiency and discipline in creating a new military establishment after the pre-Castro armed forces were disbanded in 1959. []

The pervasiveness of the Communist Party in education guarantees that students at all levels are steeped in Marxist-Leninist theory. All Cuban university professors must have completed the advanced political course at the Nico Lopez school and have been a party member for a minimum of six years. []

[] Students in social sciences receive the heaviest doses of ideological

Table 3
Political Course Requirements for a Cuban Doctor of Medicine Degree

	Class Hours
Total	840
Philosophy	140
Economics and Politics	140
History of the Cuban Revolution	90
Scientific Communism	70
Military Training	400

training. [] at Havana University both foreign and Cuban students study Marxist-Leninist ideology during the first year; in the second year, political application of Communist theory; and in the third and fourth years, worker organization and participation. The study of military affairs is compulsory in some programs; for example, a doctor of medicine requires 400 hours of military training, and nearly one-fifth of the course work for a medical degree is devoted to political subjects (table 3). []

Scholarships and Recruitment

Foreign students in Cuba generally receive full scholarships that include small monthly stipends for university and party school undergraduates, according to open literature [] In addition, Cuba provides all foreign students with free tuition and medical care, educational materials, clothing, and transportation within Cuba. The home government or the sponsoring party is usually responsible for transportation to and from Cuba. [] Scholarships are awarded by the Ministry of Education, the Communist Party, and special interest groups, such as trade unions, women's groups, and industrial ministries. CEMA organizations also fund some university scholarships. []

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Study is formally open to students who have met the following requirements, although in practice the Cubans are lenient about admission standards:

- For undergraduate courses, applicants must have completed a secondary school education.
- For cadre training, applicants must belong to a leftist (preferably Communist) party and must be sponsored by the Cuban Communist Party, the Communist Party of the Soviet Union, or an East European Communist Party.

The Isle of Youth accepts students for primary, junior high, and high school, most with little or no previous education. In many cases, Cuba advertises its scholarships in the press of the countries receiving such grants. Students must have valid passports, birth certificates, health records, scholastic records, and photographs, and must arrive in Cuba by mid-August for the September school year. [REDACTED]

Havana has often recruited foreign students through channels that bypass domestic controls on study abroad. In the early 1960s when few countries, particularly in the Western Hemisphere, maintained ties with Cuba, [REDACTED]

[REDACTED] Because the employment prospects of a graduate from a Cuban university were dim, Cuba concentrated its resources on political cadre training, including guerrilla warfare techniques. Students from 10 to 15 non-Communist developing countries studied in Cuba in the early 1960s; only a small number of these countries had diplomatic relations with Havana. [REDACTED]

[REDACTED] Students from Africa, the Middle East, and South Asia arrived in Cuba through Spain. Cuba still carries out such extralegal recruitment in target countries that have refused to accept any Cuban training or to permit scholarships to party schools, according to press reports. Cuba recently ignored legal government channels in scholarship offers to students in Antigua, Barbados, Belize, Dominica, St. Vincent, and Trinidad and Tobago. [REDACTED]

Nonetheless, Cuba is relying increasingly on bilateral cultural and educational agreements to administer its scholarship program. Since 1975, 39 developing countries have established diplomatic relations with Cuba, and foreign officials have become more responsive to Cuban education offers. The importance of these formal agreements is reflected in the surge of enrollments of foreign students in Cuban educational programs since 1975. The more formal programs also benefit the students, who find it easier to secure employment at home than those who have been covertly trained in Cuba. [REDACTED]

Growth of the Program

More than 50,000 nationals from 80 countries have traveled to Cuba for all types of schooling. Beginning in the early 1960s, Havana invited a few hundred students each year from friendly regimes and leftist insurgent groups in less developed countries to study in Cuban university programs or in cadre and technical training programs. Until the 1970s, students came from only some 15 to 20 countries, almost all in Latin America. Foreign university students never numbered more than 1,500. [REDACTED]

Now, foreign students account for about 1 percent of the entire Cuban school population; they make up about 3.5 percent of university enrollment. The four recipients of the greatest numbers of Cuban scholarships—Angola, Ethiopia, Mozambique, and Nicaragua—together account for nearly three-fourths of all foreign students in Cuba. Africans have assumed increased importance in the foreign student body. In 1977, Cuba accepted several thousand elementary and high school students from Angola, Ethiopia, and Mozambique. Students from African countries now represent 70 percent of the foreign student body. Latin American countries account for one-fourth of all foreign students in Cuba; most of this group comes from Nicaragua. Havana's recent offers of 350 scholarships to students from conservative English-speaking Caribbean countries have not yet been taken up. We expect the number of students from these countries in Cuba to grow during the coming school year. For example, the US Embassy in Bridgetown reports that Barbados probably will accept its first Cuban scholarship this year. [REDACTED]

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Table 4
Cuban Teachers in LDCs, 1982

Number of persons

Total ^a	4,955
North Africa	10
Algeria	10
Sub-Saharan Africa	2,705
Angola	2,000
Benin	20
Congo	55
Equatorial Guinea	10
Ethiopia	240
Guinea	75
Guinea-Bissau	30
Madagascar	10
Mozambique	150
Sao Tome and Principe	100
Tanzania	15
Latin America	2,135
Grenada	10
Guyana	10
Nicaragua	2,115
Middle East	100
South Yemen	100
South Asia	5
Afghanistan	5

^a Numbers are rounded to nearest 5.

Cuban Teachers Abroad

In tandem with its program to educate students in Cuba, Havana has mounted an extensive effort to train LDC personnel abroad. We estimate, [redacted] that in 1982 some 5,000 Cubans were in 17 countries, teaching in or organizing university, elementary, and secondary school systems (table 4). These representatives help local officials set up curriculums and work/study programs similar to those in Cuba. The Cuban teaching program in LDCs is designed to impart basic skills to broad segments of the population. Far fewer Cuban teachers are found at the university level, but a few provide instruction in medicine, agriculture, and veterinary medicine. A handful lecture in other academic fields. Some Cuban teachers have helped build or refurbish schools in rural areas. [redacted]

Cuban teachers are selected for two-year "internationalist" tours abroad on the basis of their loyalty and the strength of their Communist beliefs, according to official Cuban announcements. They are given six months of preliminary training that outlines the political and educational goals of Cuban aid and provides background on the culture and conditions of their country of assignment. Where the teaching effort is extensive, such as in Angola and Nicaragua, teachers are organized into 1,000- to 2,000-member detachments named for revolutionary heroes. Overseas duty has become an integral part of the teacher-training curriculum since the mid-1970s. A tour abroad generally assures a better position at home. The teachers typically are young, and the overseas tour constitutes the final component of their own five-year degree program or their first assignment upon completion of training. [redacted]

Cuban press reports indicate that since many are stationed in rural areas of the least developed countries, Cuban teachers often find life abroad rigorous. The workday runs for 12 hours; in return the teachers receive lodging, food, and about \$30 per month in local currency. Castro has publicly acknowledged that a number of teachers have died in the course of duty. [redacted]

A Program Assessment

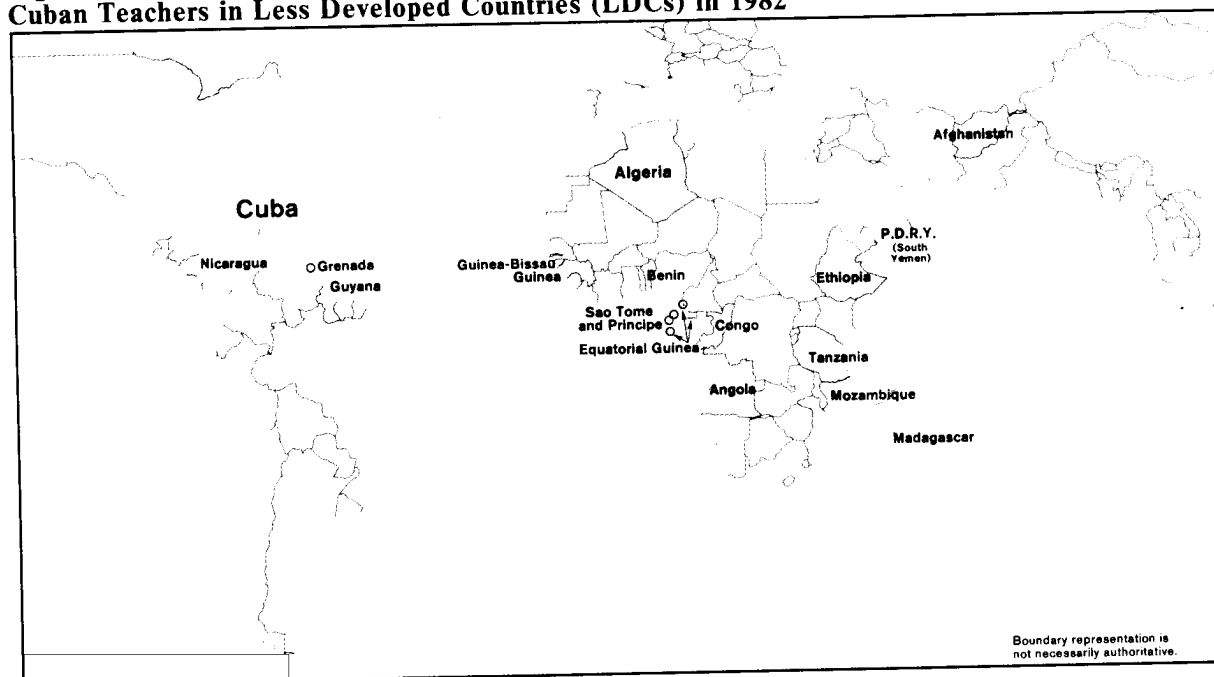
The cost to Cuba of its educational program for LDCs is modest, particularly when compared with the programs of other countries. Our calculation, based on publicly released Cuban data, is that Havana budgets less than the peso equivalent of \$10 million annually to train foreigners. To our knowledge, there are no significant hard currency expenditures associated with the program. Transportation expenses, the only hard currency component, are defrayed by the student, his government, or his party. According to US Embassy reports, some students who have traveled privately to Cuba have said that they paid tuition as well. We have not been able to place a value on these flows. [redacted]

The Isle of Youth program is virtually cost free, and indeed Cuban officials publicly claim it is financially profitable. Some foreign governments provide supplemental monthly stipends to their students and furnish

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Figure 3
Cuban Teachers in Less Developed Countries (LDCs) in 1982



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up to 25 percent of the faculty for a particular school. Students are responsible for the basic upkeep of the facilities (which are constructed by a quick and inexpensive prefabricated construction method) and work 18 hours a week in associated citrus groves and truck farms. In an interview with an American author, Cuban Education Minister Fernandez stated that after three years of operation the farm output at schools on the Isle of Youth was more than enough to underwrite construction costs and annual operating expenses. [redacted]

We believe that the assignment of teachers to developing countries is also a profitable undertaking. Hard currency expenditures are kept to a minimum and [redacted]

[redacted] Under a typical Cuban arrangement, Havana pays the teachers' salaries, while the host is responsible for local costs, such as transportation and living expenses, plus a small monthly stipend for personal expenditures. [redacted]

Cuba stands to gain from its education programs for foreign students in two ways: through the rise to prominence of individual alumni of Cuban programs and through the broader diffusion throughout a country's technical and political infrastructure of a large number of students who have been trained in Cuba or by Cubans at home. Presumably these people are likely to be sympathetic to Cuban goals. Even though the expansion of the education program is less than a decade old, there are already examples of success in both areas. The most notable Cuban alumni are two members of Nicaragua's ruling National Directorate, Humberto Ortega Saavedra and Tomas Borge Martinez. [redacted]

There are also cases where Cuba has successfully recruited children of influential LDC leaders, perhaps with an eye to influencing their parents or with an [redacted]

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expectation that they may inherit some of their parents' power and influence. For example, the son of former Jamaican Prime Minister Manley and a daughter of the country's former Minister of National Security attended the University of Havana. []

The chances for the Cuban program's success are enhanced by the type of student that it attracts. Many university students already are Marxists when they arrive in Cuba. []

Success on a broader scale is becoming evident primarily in those countries that have had the greatest number of students in Cuba or that have had the most Cuban teachers—Angola, Mozambique, Ethiopia, and Nicaragua. In these countries, the Cubans are conducting crash literacy programs that incorporate heavy doses of Marxist ideology. The Cuban press reports that since 1977 Cuban teachers in Angola have taught more than 300,000 students, and in 1981, 80,000 Nicaraguans received Cuban training, according to the press in Managua. The impact on the domestic societies of those thousands of students is probably magnified because the skills in which they have been trained by the Cubans are in short supply at home. []

Finally, the Cuban programs have enjoyed success in altering the shape and content of the curriculum in some LDCs, which presumably could contribute to an ideological rapprochement with Cuba. According to open sources, Cuban teachers in Ethiopia, Grenada, Guyana, and South Yemen have been successful in getting these countries to revamp their primary and/or secondary school programs using the Cuban Isle of Youth model. []

The Cuban program has not been without its critics. Ethiopian officials, many educated in the West, have criticized Cuban training as simplistic, [] Even more have complained that excessive indoctrination has interfered with the achievement of educational goals. Angola, Ethiopia,

and Mozambique have had to recall several hundred disaffected students who have been unable to make the transition to life in Cuban society. []

[] large segments of the Nicaraguan populace are known to resent their Cuban teachers. []

Outlook

The Cuban educational program will undoubtedly continue at least at current levels and will probably grow for several reasons:

- The Cuban school population is decreasing at a rate of about 200,000 students a year, according to Cuban data. This creates more openings for foreign students.
- Cuba has announced plans to construct 15 to 20 more schools for foreign nationals on the Isle of Youth, facilities which could house 14,000 additional students.
- Some 82 developing nations now recognize Cuba, compared with 43 before 1975, greatly expanding the pool of potential students.
- Observed Cuban scholarship offers to the longstanding African recipients have not declined while Cuba has substantially increased offers to others, particularly the Seychelles and Zambia. New offers to Caribbean countries (Antigua, Barbados, Belize, Dominica, St. Lucia, St. Vincent, Suriname, and Trinidad and Tobago), although small in number, reflect the program's undiminished vigor and the Cuban determination to broaden penetration efforts. []

We expect that the Cuban training programs will remain an integral part of Havana's foreign policy, satisfying some of Castro's major objectives. Moscow has every reason to encourage the program, but we do not believe it is likely to get directly involved. Nonetheless, the Soviets as well as Havana will benefit as the 27,000 students currently in Cuba move during the next decade into careers made possible by Havana and an even larger number of new students take their places in Cuban schools. []

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